

2007 PAAP Reading Entry Slip

(Rubric Levels 1–3)

Please provide information required in this section.

Student Name _____

Content Standard

AD

Grade _____

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work for this Content Standard required little or no assistance. Examples of student work that would fall into this category include work done independently, or that done with some encouragement from the teacher to stick with the task to completion.

Rubric Level aligned to the student work for this Content Standard:

Rubric Level 1

Rubric Level 2

Rubric Level 3

Level of Complexity aligned to the student work for this Content Standard:

Level of Complexity 1

Level of Complexity 2

Level of Complexity 3

Level of Complexity 4

Reading

A.	Process of Reading	A1	A2	A3	AD3	A6	A8
B.	Literature and Culture	B1	B4	B8	B9	B10	B11
D.	Informational Texts	D1	D4	D5			

The Content Standard Entry is complete when:

- ☐ The top section of this Entry Slip has been completely filled out.
- ☐ Three Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ Three pieces of student work accompany this Entry Slip.
- ☐ Accompanying student work is accurately corrected.

2007 PAAP Task Description

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**Reading****Writing****Mathematics****Science & Technology****Content Standard:** AD**Performance Indicator:** 3**PAAP Rubric Level:** 2**Level of Complexity:** 1**Rubric Page #** _____**Task Title:** Reading to Find Facts**Task 1****Description of the Task**

Student reads an informational passage written at Grade Level 2 to find facts.

Directions for Task Administration

1. Teacher provides the informational passage to the student.
2. Student reads the informational passage aloud or silently.
3. Teacher asks the student to list three facts from the passage.
4. The student responds using his/her appropriate mode of communication.
5. When appropriate, the student records the facts on the work template. The teacher may scribe for the student if that is an appropriate mode of communication.
6. The teacher corrects, then calculates and records the percentage of correct responses in the space provided on the work template.

Responses Expected from Student

The student identifies three facts from the informational passage. Some possible answers are:

1. Rules for school bus safety help to keep students and the bus driver safe.
2. Enter the school bus calmly and quietly.
3. Walk and do not run in the aisle of the bus to take your seat.
4. Stay in your seat while on the bus.
5. Listen to the bus driver.
6. The bus driver's job is to keep you safe while you are riding on the bus.

Prior Knowledge and Skills Required

Student should be able to:

1. comprehend communicated instructions,
2. read at Grade Level 2 or above,
3. perform basic reading strategies to identify facts from a short informational passage,
4. understand the concept of facts,
5. recognize vocabulary: bus, safety, rules, calmly, quietly, aisle, seat, listen, and
6. respond to a prompt.

Level of Assistance (check one):☐

Task Specific

☐

Not Task Specific

Provide SPECIFIC details on how assistance was given for this task (e.g., questions asked, clues given, templates provided, etc.)

Data Key: **C = Correct****X = Incorrect****% Correct =** _____

1 of 6 = 17%

2 of 6 = 33%

3 of 6 = 50%

4 of 6 = 67%

5 of 6 = 83%

6 of 6 = 100%

Student Name _____

Date _____

2007 Reading to Find Facts:

School Bus Safety

Fact	List three facts from the passage.	Correct/ Incorrect (Circle One)
Fact #1:		C X (2 points)
Fact #2:		C X (2 points)
Fact #3:		C X (2 points)

Each item is worth 2 points.

% Correct = _____

Note: Please record percentage
above on the Task Description.

School Bus Safety

School bus safety is important. The rules for school bus safety help to keep the students who ride the bus and the school bus driver safe. Here are some rules of safety to follow when you are riding on the school bus.

1. Enter the school bus calmly and quietly.
2. Walk, do not run in the aisle of the bus to take your seat.
3. Stay in your seat while on the bus.
4. Listen to the bus driver. The bus driver's job is to keep you safe while you are riding on the bus.

2007 PAAP Task Description

Reading**Writing****Mathematics****Science & Technology****Content Standard:** AD**Performance Indicator:** 3**PAAP Rubric Level:** 2**Level of Complexity:** 1**Rubric Page #** _____**Task Title:** Reading to Find Facts**Task 2****Description of the Task**

Student reads an informational passage written at Grade Level 2 to find facts.

Directions for Task Administration

1. Teacher provides the informational passage to the student.
2. Student reads the informational passage aloud or silently.
3. Teacher asks the student to list three facts from the passage.
4. The student responds using his/her appropriate mode of communication.
5. When appropriate, the student records the facts on the work template. The teacher may scribe for the student if that is an appropriate mode of communication.
6. The teacher corrects, then calculates and records the percentage of correct responses in the space provided on the work template.

Responses Expected from Student

The student identifies three facts from the informational passage. Some possible answers are:

1. Dogs need lots of exercise.
2. Taking your dog swimming is one way to exercise it.
3. Dogs also need to have a bowl of fresh water ready to drink from when they are thirsty.
4. They need healthy food to eat.
5. They need to be brushed and bathed.
6. They need to be taken to the veterinarian for shots and medical check-ups.

Prior Knowledge and Skills Required

Student should be able to:

1. comprehend communicated instructions,
2. read at Grade Level 2 or above,
3. perform basic reading strategies to identify facts from a short informational passage,
4. understand the concept of facts,
5. recognize vocabulary: care, attention, responsibility, exercise, walked, swimming, bowl, fresh, healthy, brushed, bathed, veterinarian, medical, check-ups, right pet, and
6. respond to a prompt.

Level of Assistance (check one):☐

Task Specific

☐

Not Task Specific

Provide SPECIFIC details on how assistance was given for this task (e.g., questions asked, clues given, templates provided, etc.)

Data Key:**C = Correct****X = Incorrect****% Correct =** _____

1 of 6 = 17%

2 of 6 = 33%

3 of 6 = 50%

4 of 6 = 67%

5 of 6 = 83%

6 of 6 = 100%

2007 Reading to Find Facts:**Caring for a Dog**

Fact	List three facts from the passage.	Correct/ Incorrect (Circle One)
Fact #1:		C X (2 points)
Fact #2:		C X (2 points)
Fact #3:		C X (2 points)

Each item is worth 2 points.

% Correct = _____

Note: Please record percentage above on the Task Description.

Caring for a Dog

Dogs need lots of care and attention. It is a big responsibility to have a dog for a pet. Dogs need lots of exercise. They need to be walked every day. If your dog likes to swim, taking your dog swimming is one way to exercise it. Dogs also need to have a bowl of fresh water ready to drink from when they are thirsty. They need healthy food to eat. They need to be brushed and bathed. They also need to be taken to the veterinarian for shots and medical check-ups. A dog can be just the right pet for the right person. A dog can be a friend.

2007 PAAP Task Description

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**Reading****Writing****Mathematics****Science & Technology****Content Standard:** AD**Performance Indicator:** 3**PAAP Rubric Level:** 2**Level of Complexity:** 1**Rubric Page #** _____**Task Title:** Reading to Find Facts**Task 3****Description of the Task**

Student reads an informational passage written at Grade Level 2 to find facts.

Directions for Task Administration

1. Teacher provides the informational passage to the student.
2. Student reads the informational passage aloud or silently.
3. Teacher asks the student to list three facts from the passage.
4. The student responds using his/her appropriate mode of communication.
5. When appropriate, the student records the facts on the work template. The teacher may scribe for the student if that is an appropriate mode of communication.
6. The teacher corrects, then calculates and records the percentage of correct responses in the space provided on the work template.

Responses Expected from Student

The student identifies three facts from the informational passage. Some possible answers are:

1. Toads live in dry places that may be far from ponds.
2. Toads have dry and bumpy skin.
3. Frogs have smooth skin.
4. Frogs have strong, long, webbed hind feet that are good for leaping and swimming.
5. Toads have short hind legs that are better for walking than hopping.

Prior Knowledge and Skills Required

Student should be able to:

1. comprehend communicated instructions,
2. read at Grade Level 2 or above,
3. perform basic reading strategies to identify facts from a short informational passage,
4. understand the concept of facts,
5. recognize vocabulary: frogs, toads, interesting, different, dry, moist, webbed, hind, leaping, swimming, walking, hopping, and
6. respond to a prompt.

Level of Assistance (check one):☐ Task Specific☐ Not Task Specific

Provide SPECIFIC details on how assistance was given for this task (e.g., questions asked, clues given, templates provided, etc.)

Data Key: **C = Correct****X = Incorrect****% Correct =** _____

1 of 6 = 17%

2 of 6 = 33%

3 of 6 = 50%

4 of 6 = 67%

5 of 6 = 83%

6 of 6 = 100%

Student Name _____

Date _____

2007 Reading to Find Facts:

Frogs and Toads

Fact	List three facts from the passage.	Correct/ Incorrect (Circle One)
Fact #1:		C X (2 points)
Fact #2:		C X (2 points)
Fact #3:		C X (2 points)

Each item is worth 2 points.

% Correct = _____

Note: Please record percentage above on the Task Description.

Frogs and Toads

Frogs and toads are very interesting animals. They are the same in some ways. They are different in other ways. Toads are a kind of frog, but toads and frogs look different and they live in different places. Frogs live in moist places like ponds. Toads live in dry places that may be far from ponds. Toads have dry and bumpy skin. Frogs have smooth skin. Frogs have strong, long, webbed hind feet that are good for leaping and swimming. Toads have short hind legs that are better for walking than hopping. Now, do you know how to tell a frog from a toad?